RUBRIC WORDLIST

Instructions إرشادات
Agree وافق
Answer أجب
Check تحقق من
Choose اختر
Complete أكمل
Cross out اشطب
Explain اشرح
Find أوجد
Follow اتبع
Imagine تخيّل
Label صف
Mark علم على
Match صل
Number عدد، أحصي
Order رتب
Punctuate رقّم
Repeat كرر
Re-write أعد كتابة
Say قل
Speak تحدث
Spell تهجأ
Talk تحدث
Tell the story احك القصة
Underline ضع خط تحت

Language terms مصطلحات اللغة
Adjective صفة
Adverb حال
Countable/uncountable nouns
الأسماء القابلة للإحصاء/غير القابلة للإحصاء
Irregular شاذ
Negative نفي
Object pronouns ضمائر المفعول به
Opposite ضد
Paragraph فقرة
Past continuous الماضي المستمر
Past simple الماضي البسيط
Phrasal verb شبه جملة فعلية
Plural جمع
Possessive pronouns ضمائر الملكية
Preposition حرف
Present simple المضارع البسيط
Pronunciation طريقة النطق
Question tags سؤال التوكيد
Sentence جملة
Singular مفرد

Stressed syllable مقطع مشدد عليه
Subject pronouns ضمائر الفاعل
Verb فعل

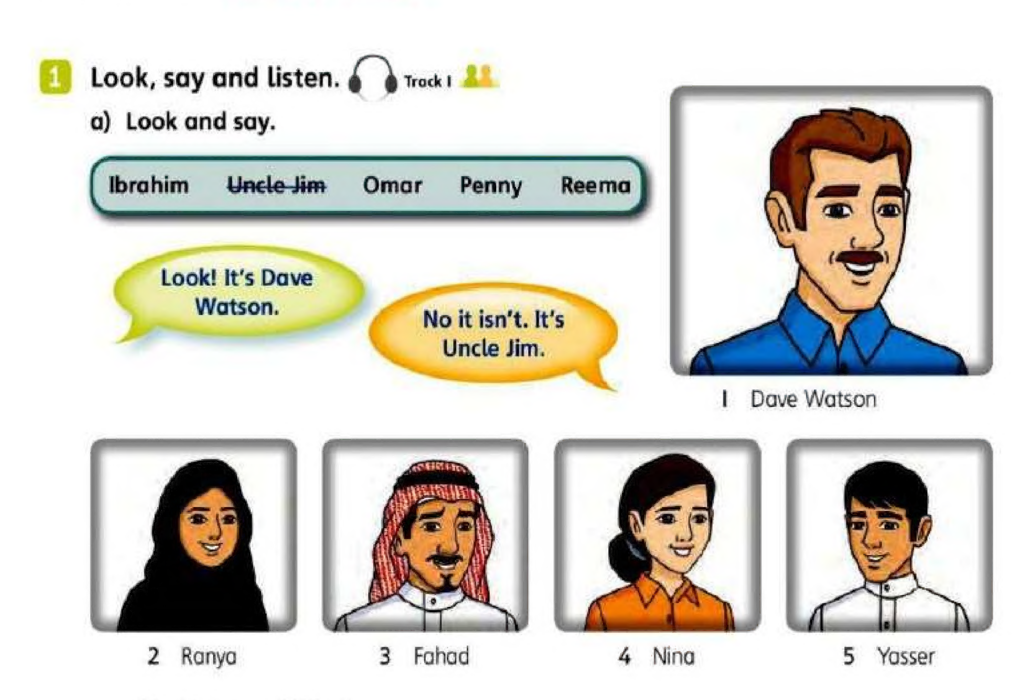
Other terms مصطلحات أخرى
Advice نصيحة
Article (newspaper/magazine) مقال
Brackets أقواس
Column عمود
Conversation محادثة
Correct صحيح
Description وصف
Diagram رسم توضيحي
Dialogue حوار
Directions اتجاهات
Events أحداث
Instructions إرشادات
Interview حوار
List قائمة
Meaning معنى
Missing words/letters الكلمة/الحرف الناقص
Mistake خطأ
Odd word الكلمة الغريبة
Passage قطعة
Reasons أسباب
Response رد
Rhyme قافية
Sounds the same يبدو مماثلا
Spelling هجاء
Statement عبارة
Suggestion اقتراح
Summary ملخص
Text نص

Unit 1 Old and new

LESSON 1 *Who's who?*

1 **Look, say and listen.** Track 1

a) **Look and say.**



1 Dave Watson

2 Ranya 3 Fahad 4 Nina 5 Yasser

b) **Listen and check.**

2 **LOOK!**



3 Read and match.







1	2	3	4	5
Fahad	Fred	Reema	Yasser	Elena

a) Look at the pictures. Label them with the correct names.

b) Read the descriptions of the people. Match the descriptions with the pictures.

A 4 He's a Saudi boy. He's a friend of Rakan and Omar and he has English lessons at the International Language School in Dave Watson's class. His father is a farmer and they have goats, chickens and horses.

B 2 His father, Dave, is an English teacher in Riyadh. His mother's name is Penny and he's got a sister, Nina, and an uncle, Jim. His best friends in England are Charlie and Jack. Jack's Polish.

C 1 He comes from Saudi Arabia but he's living and studying in Bournemouth, a city in the south of England. He's Omar's cousin and he visited him in Oxford. He stayed at the White Horse Hotel.

D 3 She's Omar's sister and the daughter of Ibrahim and Ranya Saad. She's a friend of Nina. She's very good at English, but not the best in her class.

E 5 Her mother and father are Italian. Her father, Enrico, is a waiter at the Pizza House in Oxford. She goes to school with Lucy and Nina, who are her best friends.

4 Match.

Match the first names and surnames.

1 Nina	a Saad
2 Fahad	b Rossi
3 Ibrahim	c Coleman
4 Jim	d Watson
5 Elena	e Walid

1 d 2 e 3 a 4 c 5 b

see Workbook pp88–89

LESSON 2 *A new student*

1 Read and listen.  Track 2

a) Read and underline the correct words.



Fahad: *Hello. I'm Fahad. You're a new student, [1](aren't/isn't) you?*

Claudio: *Yes, I am. It's my first day today. My name's Claudio. I [2](come/'m coming) from Como in Italy.*

Fahad: *Nice to meet you, Claudio. What [3](are you doing/do you do) in Italy?*

Claudio: *I work in my father's hotel. We get a lot of British tourists and I [4]('m needing/need) English for my job. Where are you from, Fahad?*

Fahad: *I'm from Riyadh in Saudi Arabia. I studied agriculture at King Saud University. Now I [5](want/'m wanting) to take a Master's Degree in Britain and I need to improve my English.*

Claudio: *What happens on the first day at this school, Fahad?*

Fahad: *Well, the Director of Studies, Julian, gives you an interview and a test. When he [6]('s knowing/knows) your level of English he puts you into a class. There's Julian now. Julian, this is Claudio. He's a new student.*

Julian: *Hello, Fahad. Hello, Claudio. Welcome to the school.*

b) Listen and check.

2



3 Answer and check.

Can you help Claudio do his test?



a) **Answer the questions.**

b) **Check.**

BOURNEMOUTH ENGLISH SCHOOL

PLACEMENT TEST

NAME: Claudio Fonzi AGE: 19

HOW MANY YEARS HAVE YOU STUDIED ENGLISH? 6

A *CIRCLE (O) the correct answer.*

Example: What ______ you doing this evening?
Answer: a is b are c be

1 ______ you like pizza?
a) Does b) Are c) Do

2 What's ______ phone number?
a) your b) you're c) yours

3 I haven't got ______ money.
a) any b) some c) a

4 Anne is French, ______ she?
a) don't b) isn't c) doesn't

5 I ______ visit my father next week.
a) go to b) 'm going to c) 'm going

6 Abdullah is ______ student in his class.
a) best b) a best c) the best

- 1 -

4 Listen and say.







see Workbook pp90–91

Unit 1 Old and new

LESSON 3 *Whose is it?*

1 Look, say and listen.  Track 4

a) **Look at the picture. Who can you see? What can you see?** Nina and Penny at home.

b) **Listen. Who says 'hello'? Whose is the parrot?**
The parrot (says 'hello'.).
It's Nina's (parrot)

Nina:	*Mum. I'm home!*
Parrot:	*Hello.*
Nina:	*Who's that?*
Parrot:	*Hello.*
Nina:	*Mum ... there's someone in the house.*
Penny:	*No there isn't. Look!*
Nina:	*Oh, Mum. It's a parrot! What's it doing here? Whose is it?*
Penny:	*It's yours, Nina. It's a present. I got it from the pet shop this morning.*
Nina:	*Mine ... Oh, thank you, Mum. It's great.*
Parrot:	*Hello.*

2 Match, listen and say.

Track 5

a) **Match the questions and answers.**











1 Whose is the parrot?		a It's Yasser's.	1 b
2 Whose are the shoes?		b It's Nina's.	2 e
3 Whose is the horse?		c They're Reema's.	3 a
4 Whose are the books?		d It's Fred's.	4 c
5 Whose is the webcam?		e They're Dave's.	5 d

b) **Listen and check.**

c) **Listen and repeat.**

3 Read, write, listen and say. Track 6

a) Read Nina's e-mail. Where does the parrot live? The parrot lives in a cage.

Dear Reema,
I had a big surprise this afternoon!
I came into the house and I heard someone say 'hello'. It was a funny voice!
I thought there was someone in the house – but there was only my mum ... and a parrot. She bought it for me this morning. And the parrot said 'hello'!
It lives in a cage. I'm going to teach it more new words.
Nina
PS How are you and your family?

b) Read the e-mail again. Find and write the simple past tenses of these words.

1 have	had	2 come	came	3 hear	heard
4 think	thought	5 buy	bought	6 say	said

c) Listen and check.

d) Listen and repeat.

4 Say and read.

a) What do you know about parrots?

1 How many different kinds of parrot are there?
More than 350 kinds.

2 Can young parrots learn words?
Yes, parrots can learn words.

3 Are parrots intelligent?
Yes, they are very intelligent.

4 When is the best time of day to teach a parrot?
Early in the morning.

b) Read and check your answers.

ABOUT PARROTS

Do you know ...?

There are more than 350 different kinds of parrot.



- Parrots can say words and sentences. Young birds can learn words and older birds can learn longer sentences.
- A parrot is one of the world's most intelligent birds.
- Don't change your parrot's meal times. They stop speaking!
- The best time to teach a parrot is early in the morning.

see Workbook pp92–93

Unit 1 Old and new

LESSON 4 *REVIEW*

1 Listen, say and write. Track 7

a) Listen. Repeat the sentences.

b) Write the sentences.

It's Rakan's father.

No it isn't. It's Omar's father.



Rakan/father ✗
Omar/father ✓



Penny/friend ✗
Nina/friend ✓

1 It's Rakan's father.
No, it isn't. It's Omar's father.

2 It's Penny's friend.
No, it isn't. It's Nina's friend.



Claudio/friends ✗
Rakan/friends ✓



Miss Fatin/students ✗
Miss Jennings/students ✓

3 They're Claudio's friends.
No, they aren't. They're Rakan's friends.

4 They're Miss Fatin's students.
No, they aren't. They're Miss Jennings's students

2 Complete the sentences. Use these words.



(Claudio)



(Lucy)



(Yassar)



(Ibrahim)



(Dave)

are is it they

1 Whose are the parrots? They are Claudio's.
2 Whose is the sandwich? It is Lucy's.
3 Whose are the trainers They are Yasser's.
4 Whose are the bags? They are Ibrahim's.
5 Whose is the car? It is Dave's.

GRAMMAR STUDY

the past simple tense – some irregular verbs

Complete.

present tense	past tense
buy	[1] bought
come	came
[2] have	had
hear	[3] heard
[4] say	said
think	[5] though

3 Read, listen and say.



Track 8

a) Read the poem.

Last Monday in a pet shop
I thought I heard 'hello'.
It was a parrot in a cage.
Then the parrot said, 'please go'.
The next day in the pet shop
The parrot said, 'Hi!'
Then the parrot in the pet shop said,
'We're closing now. Goodbye.'

b) Listen to the poem.

c) Repeat the poem.

4 Choose.

Underline the correct form of the verb.

We never (*go*/ *went*) to school on Fridays in Saudi Arabia.

1 My friend (*come*/ *came*) to my house last night.
2 My dad's great. He often (*buys*/ *bought*) me presents.
3 Fred (*has*/ *had*) an interesting maths lesson last Wednesday.
4 Nina (*hears*/ *heard*) her brother in his room yesterday.
5 Look, there's Grandma. I always (*see*/ *saw*) her on Thursdays.

5 Punctuate the dialogue.

1 helloyoureanewstudentarentyou
Hello. You're a new student aren't you?
2 yesiamitsmyfirstdayheremynamesclaudio
Yes, I am. It's my first day here. May name is Claudio.
3 nicetomeetyouclaudioimfahadimfromsaudiarabia
Nice to meet you, Claudio. I'm Fahad. I'm from Saudi Arabia.

Pronunciation corner



Track 9

a) Listen and repeat.

b) Listen again and underline the stressed syllable.

tourist director agriculture interview hotel surname intelligent

Unit 2 Around the schools

LESSON 1 *We're going to be in trouble!*

1 Read and say.

a) Read the brochure about London. Match sentences 1–5 with the photos A–E.



b) You are spending a day in London. Choose *two* of the activities in sentences 1–5. Give your reasons.



I'd like to go to the Science Museum because …

2 Listen, write and say. Tracks 10 and 11

a) Listen. Why are Elena and Nina going to be in trouble?



Elena: *Hi everyone!*
Nina / Lucy: *Hi Elena!*
Elena: *Well, here we are again. Monday morning. Back to school!*
Nina: *I know. And I had a* ***great*** *weekend.*
Lucy: *What did you do, Nina?*
Nina: *I went to London with my mum and dad.*
Elena: *Did you? We went to London. My mum and I took my uncle and aunt from Italy. We ate in a fantastic Italian restaurant. What did you do, Nina?*
Nina: *We went sightseeing. We walked and walked and saw so many things – the London Eye, the Tower of London and lots of other things. It was really interesting, but I was very tired. I went to sleep on the train on the way home. What did you do, Lucy?*
Lucy: *Not much. I stayed at home and read a book. Oh yes, and I wrote my geography homework essay, on Riyadh in Saudi Arabia.*
Elena: *Oh no! I forgot about the homework …*
Nina: *So did I!*
Elena: *We're going to be in trouble!*

Unit 2 Around the schools

1

b)

I'd like to go to Science Museum because I can learn amazing things there.

I'd like to go to Tower of London because it's a fascinating old castle.

2

a)

Because they forgot about their homework.

b) Read the conversation. Find and write the simple past tenses of:

1	go	went	2	take	took	3	eat	ate
4	see	saw	5	read	read	6	write	wrote
7	forget	forgot						

c) The names in these sentences are not correct. Say the sentences correctly.

Lucy went to London with her Mum and Dad.

1 Lucy went to London with her uncle and aunt.

2 Nina ate in an Italian restaurant.

3 Lucy saw many interesting things.

4 Elena went to sleep on the train.

5 Nina read a book and wrote an essay.

Elena went to London with her uncle and aunt.

d) Listen and check.

e) Listen again and repeat.

3 Read, say and listen.

Track 12

a) Read the poem silently.

b) In pairs, read the poem. Say one line each.

In English you know how to spell,
But how to say, you cannot tell!
I read today, I read last week –
You spell the same, but when you speak
It's not the same. So 'heard' and 'bird'
Both rhyme with 'word'.
I'm here and there,
I hear and wear.
Then 'thought' and 'taught'
Both rhyme with 'bought'.
It isn't easy, that we know,
So say this verse. Yes, have a go!

c) Listen to the poem.

d) Listen again and repeat.

see Workbook pp94–95

c)

2. Elena ate in an Italian restaurant.
3. Nina saw many interesting things.
4. Nina went to sleep on the train.
5. Lucy read a book and wrote an essay.

Unit 2 Around the schools

LESSON 2 *Come and see me after the lesson*

1 **Read, speak and write.**

a) **Read. Did Nina and Elena do their homework?** Nina and Elena did not do their homework.

Why, do you think, does Miss Jennings want to see them at the end of the lesson? Because they haven't got their essays.

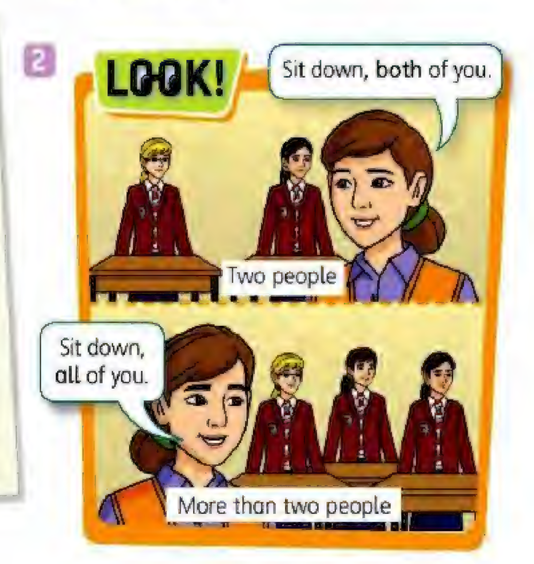
Miss Jennings:	*Now, all of you, stop talking, please. Well, Lucy. This is a very good piece of homework. There's only one mistake.*
Lucy:	*Thank you, Miss Jennings.*
Miss Jennings:	*And you, Nina and Elena? Where are your essays?*
Nina:	*Sorry, Miss Jennings. Can I give you my essay tomorrow?*
Elena:	*And mine, Miss Jennings.*
Miss Jennings:	*Both of you, come and see me after the lesson.*

b) **Read Lucy's homework. She makes one mistake. Can you find it?** Riyadh is in the centre of Saudi Arabia (not in the south).

Riyadh is the capital of Saudi Arabia. The name Riyadh comes from the Arabic word 'Rawdha'. This means 'the place where you can find beautiful gardens and trees'.

Riyadh is in the south of the country. It became capital of Saudi Arabia in 1824. It is famous for its old and new architecture. Tourists from all over the world visit Al Musmak Castle (1865) and the very modern Kingdom Tower.

2



What are you doing, Fred?

I'm reading my history book.

3 Read and say.

a) Look at the picture. What can you see?

b) Read about the Great Fire of London. How many people died in the Great Fire?

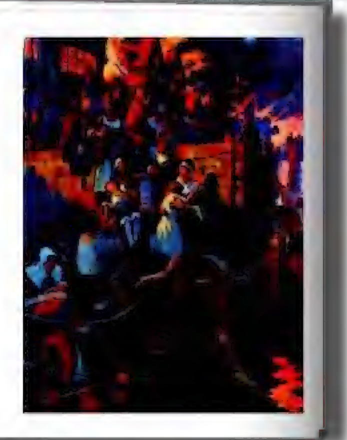
a) Nina and Fred. Fred is reading a history book.

b) No one died in the Great Fire of London.

The Great Fire of London destroyed more than 13,000 houses and shops.

The summer of 1666 was very hot in London. There was no rain and everything was very dry. Early on Sunday 2nd September, a bakery caught fire because the baker forgot to put his oven fire out on Saturday evening. It was very windy, and the wind blew the fire to other buildings. Londoners woke up and ran away from their burning houses.

The fire burnt for four days. It was amazing that no one died.



c) Read the passage again. Put the events in the correct order.

A The bakery caught fire. 3

B In four days the fire destroyed many shops and houses. 7

C People ran away from their houses. 6

D A baker didn't put out his oven fire. 2

E There was a hot and dry summer in 1666. 1

F Other buildings began to burn. 4

G Londoners woke up. 5

Pronunciation corner



a) Listen and repeat the words.

b) Write the words in the correct columns.

~~did~~ ~~dead~~ ate it win when bell bill

did	dead


see Workbook pp96–97

Unit 2 Around the schools

LESSON 3 *Fire!*

1 Say and read.

a) Imagine ... there's a fire at your school. Do you know the fire rules? What must you do?

b) Read the fire rules at the International Language School in Riyadh. Are they the same as the rules in your school?

FIRE RULES

1 Leave the classroom quietly.

2 Walk quickly to the nearest fire exit. Don't run.

3 Wait in the playground.

4 When the teacher calls your name, answer clearly and loudly.

2 Say and write. 

a) Look at the picture. Where are Dave Watson and the students? Why do you think they are there?

b) Listen to the first part of the dialogue. Who isn't behaving calmly?



1

Dave: *Did you do your homework last night?*

All: *Yes, teacher.*

Dave: *Good, because today I'm going to give you a test.*

Yasser: *Yes, teacher.*

Rakan: *Why's the bell ringing, teacher?*

Dave: *Fire. I think there's a fire. Now, everyone, don't panic!*

Yasser: *Quickly, we must leave quickly.*

Dave: *I said 'don't panic' Yasser. Behave calmly, but go to the playground immediately.*

2

Dave: *Rakan?*

Rakan: *Here, teacher.*

Dave: *Yasser? ... Yasser?*

Yasser: *Mmmm ...*

Dave: *Speak more clearly, Yasser. I can't hear you.*

Yasser: *Yes, teacher.*

Dave: *Good. That's everyone. No one's missing. OK, go back to the classroom. Then you can do the test.*

Yasser: *But what about the fire, teacher?*

Dave: *There isn't really a fire, Yassar. This is only a fire* ***drill****!*

Unit 2 Around the schools

2

a)

Dave Watson and the students are in the playground.

They are there because there is a fire.

Or

They are there because Dave is checking names.

b)

Yasser isn’t behaving calmly.

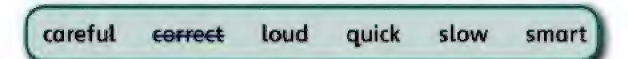
c) **Listen to the second part. Was there really a fire?** No, there wasn't.

d) **Listen again. Underline the correct words.**

1 Yasser wants to leave (quickly/quietly).
2 Dave wants everyone to behave (quietly/calmly).
3 He tells everyone to go to the garden (suddenly/immediately).
4 He wants Yasser to speak more (clearly/loudly).

3 Write.

Complete the sentences with adverbs. Use the words in the box.



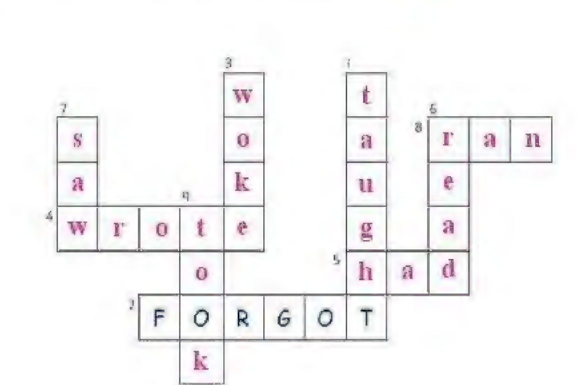
1 Omar answered the question correctly.
2 The lion roared loudly.
3 The students listened carefully.
4 The parrot flew quickly out of its cage.
5 My English isn't very good. Please speak slowly.
6 Reema always dresses very smartly.

4 Write.

Complete the crossword. Write the past tenses of these verbs.

Across
2 ~~forget~~
7 see
8 run
9 take

Down
1 teach
3 wake
4 write
5 have
6 read



see Workbook pp98–99

Unit 2 Around the schools

LESSON 4 REVIEW

1 Match, choose and say.

a) **Match the verbs and the nouns. Write the correct number.**

1	read	a	a meal	6
2	learn	b	a picnic	3
3	have	c	views	5
4	take	d	a book	1
5	see	e	a trip	4
6	eat	f	facts	2

b) **Underline the best word.**

Read
an interesting book

1 Read an (interesting/scruffy) book.
2 Learn (intelligent/important) facts.
3 Have a (delicious/interesting) picnic.
4 Take an (exciting/excited) trip.
5 See (beautiful/friendly) views.
6 Eat a (comfortable/fantastic) meal.

c) **Say sentences about Nina's day yesterday.**

Nina read an interesting book yesterday.

She learned some important facts.

She had a delicious picnic.
She took an exciting trip.
She saw beautiful views.
She ate a fantastic meal.

GRAMMAR STUDY

adverbs of manner

adjective	adverb
clear	clearly
calm	calmly
careful	carefully

Look and complete.

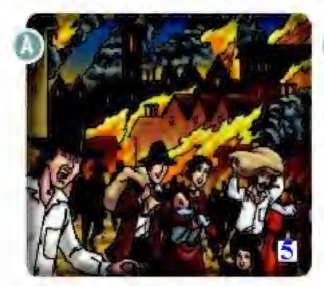
1 immediate	immediately
loud	2 loudly
quick	3 quickly
4 slow	slowly

2 Choose. Underline the correct form.

The weather is nice and (clear/clearly) today.

1 You must drive very (slow/slowly) in front of a school.
2 Please be (careful/carefully) with those glasses.
3 Yasser does not always speak (calm/calmly).
4 Reema went for a (quick/quickly) visit to her aunt yesterday.
5 Leave the room (immediate/immediately). The fire bell is ringing.

3 Read and number the pictures.

A


B


C


D


E


F


1 There was a hot dry summer in 1666.
2 A baker didn't put out his oven.
3 The bakery caught fire.
4 The wind blew the fire and other buildings began to burn.
5 Londoners woke up and ran from the burning buildings.
6 The fire burned for four days and four nights.

4 Complete, match and listen.

 Track 15

a) Write the past simple of these irregular verbs.

take took
1 say said
2 write wrote
3 hear heard
4 eat ate
5 begin began
6 see said

b) Match the past simple verbs from 4a to these words.

book took
1 door saw
2 get ate
3 goat wrote
4 man began
5 word heard
6 bed said

c) Listen and check.

Unit 3 Problems and accidents

LESSON 1 *Read this, Nina*



1 Say and read.

a) Read the headline and look at the picture. What is this about?

Mystery Break-in at Styles

Police are today investigating a mystery break-in at a local shop. Last night, at about 10 o'clock, Enrico Rossi, a waiter at The Pizza House, was outside his restaurant. 'I looked across the road,' said Mr. Rossi, 'and I saw a light in Styles. I thought it was strange, because they shut at 5.30. Then I saw someone with a torch in the shop. I couldn't see who it was. It was too far away. I thought it was a burglar. So I phoned the police.'

When the police arrived they found the shop empty. The door was locked, and there was no-one inside.

'I didn't imagine it,' Mr. Rossi told our reporter. 'There was someone inside the shop.'



b) Read the article. Who did the police find in the shop?

c) Can you explain this story? Did Mr. Rossi imagine it? Who do you think was in the shop?

Unit 3 Problems and accidents

1

a)

It's about a mystery break-in at "The Pizza House".

b)

The police found the shop empty. The door was locked and there was no-one inside.

c)

Someone was in the shop but that person was not a burglar. Mr Rossi did not imagine the story. The person in the shop was the manager of the shop.

2 Listen, say and write. Track 16

a) Listen to the telephone conversation. Who was in the shop? Why was she there?

b) Listen again. Write answers to the questions.

1 What did Barbara do at 5.30? Barbara went home at 5.30 and she left her bag in the shop.

2 What did Barbara do at 10.00? Barbara went into the shop at 10.00.

3 'Could you come to the Station?' Which 'Station'? The 'Station' is Oxford Police Station.

3 Look and say.

a) Put the pictures into the correct order.

b) Tell the story.



A 3


B 6


C 1


D 4


E 5

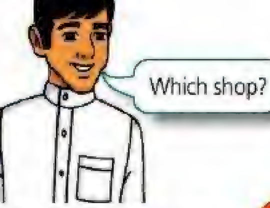

F 2


4 Listen and say. Track 17

a) Listen and repeat the questions.

b) Listen again. Say the questions after the first voice.





see Workbook pp100–101

Unit 3 Problems and accidents

2

a)

Barbara Baran. Because she left her bag in the shop and she went back later and got it.

3

b)

1. Barbara went home from work at 5.30. She left her bag in the shop.
2. Barbara went back to the shop at 10.00 at night to get her bag.
3. Enrico saw someone in the shop with a torch
4. Enrico thought the person in the shop was a burglar and phoned the police.
5. Barbara read the article about the break-in in the newspaper and phoned the police.
6. Barbara told the policewoman about her bag.

Unit 3 Problems and accidents

LESSON 2 *Why are you late, Yasser?*

1 Look, say and listen. Track 18

a) **Look at the picture. Who can you see? Where are they?**

b) **Listen to the dialogue. How is Yasser's brother now?**

Teacher: *Now, where's Yasser?*
Omar: *I don't know, teacher.*
Teacher: *Come in! Ah, Yasser ...*
Yasser: *I'm sorry, Teacher. I'm sorry I'm late.*
Teacher: *Why are you late, Yasser?*
Yasser: *Because I ... I overslept, Teacher. I'm, sorry.*
Teacher: *Overslept, eh? Enjoying yourself yesterday evening, were you? Staying up late?*
Yasser: *No, Teacher, no. It was nothing like that.*
Teacher: *Well, what happened? Tell me.*
Yasser: *It was my little cousin, Teacher. He stayed with us last night. He had an accident. He fell down the stairs and hurt himself.*
Teacher: *Oh dear. Not badly, I hope.*
Yasser: *Well, my father and I took him to hospital. We were there till four o'clock this morning. That's why I overslept. And, Teacher, I'm sorry ... I didn't do my homework.*
Teacher: *That's alright, Yasser. It doesn't matter. I accept your apologies and how is your cousin now?*
Yasser: *He's fine, thank you. He bruised himself badly, but he didn't break anything. He's fine!*

c) **Listen again. Tick (✓) the correct answers.**

1 How did the teacher feel at the beginning of the dialogue?
a pleased ☐ b not pleased ☑

2 How did he feel at the end of the dialogue?
a forgiving ☑ b angry ☐

3 Yasser:
a didn't wake up on time. ☑ b didn't go to bed. ☐

4 Yasser's cousin:
a broke his leg. ☐ b didn't break his leg. ☑

Unit 3 Problems and accidents

1

a)

Yasser, Omar, Rakan and their teacher. They are at school.

b)

He is fine now. He bruised himself badly but he didn't break anything.

2 Listen and say. Track 19

a) Listen and repeat.

b) Listen and repeat again.



That's OK.

3 Match the pictures and the sentences.

1 She bruised her head. B
2 She burnt her hand. D
3 She cut her finger. C
4 She broke her arm. A









4 Read, say, write and listen. Track 20

a) Read the poem. Say the missing words.

b) Read the poem. Say and write the missing words

I'm sorry I'm late.

I'm sorry I'm late.
I slept until ___________.
It started to ___________
When I ran for my ___________.
I went back for my ___________
But I needed a ___________.

I went through the ___________
And I fell on the ___________.
I hurt my poor ___________
And my bruise went all ___________.
So I'm sorry I'm late.
And you had a long wait.





c) Listen and repeat.

see Workbook pp102–103

Unit 3 Problems and accidents

LESSON 3 *Poor Uncle Jim*

1 Read and answer.

a) Read Omar and Fred's e-mails quickly. Where was Uncle Jim when he had his accident?

1 in his car ☑ 2 at home ☐

b) Put the e-mails into the correct order. 

A 2

Dear Fred,
It's not a problem. It's OK. I forgive you. Now, about your poor uncle's accident. What kind of accident? Was it serious?



B 1

Dear Omar,
I'm very sorry I didn't reply to your e-mail last week. I had so much homework to do and then, on Saturday, Uncle Jim had an accident.



C 4

Dear Fred,
How awful! Poor Uncle Jim. Please, please send him my best wishes and I hope he gets better soon.

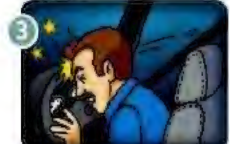


D 3

Hi, Omar,
Sorry, I forgot to tell you what happened. No, luckily the accident wasn't serious. In the morning he drove to ...

1 

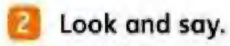
2 

3 

4 

5 

6 



2 Look and say.

Look at the pictures. Tell the story.
Use these words to help you.

traffic lights	**steering wheel**
ambulance	**bandages**

Start like this:
On Saturday, Fred's uncle was in his car ...

Unit 3 Problems and accidents

2

1. On Saturday, Fred's uncle was in his car driving to the. supermarket He stopped at the traffic lights.
2. A red car came and drove into the back of Uncle Jim's car.
3. The red car hit Uncle Jim's car and Uncle Jim hurt his head on the steering wheel.
4. An ambulance arrived and took Uncle Jim to hospital.
5. In hospital the doctor came and saw Uncle Jim.
6. The doctor put bandages on Uncle Jim's head.

3



He went to **the police station**. *but* She went to **hospital**.
We played in **the park**. *but* I came to **school**.

4 **Read and listen.** Track 21

a) Read Yasser's e-mail to Fred. Underline the correct words.

Hi Fred,
Your father told me about your uncle's accident. How awful!
And we had a problem here. My younger cousin [1](*climbed/fell*) down the stairs on Tuesday evening. He [2](*hurt/didn't hurt*) himself badly, but he had some nasty bruises. My dad and I were with him at the [3](*hospital/doctor's*) until four in the morning. Then I overslept and I was [4](*late/early*) for school. I arrived half way through my [5](*history/English*) lesson and the teacher was [6](*angry/pleased*). I explained about the accident and everything was alright. I didn't do much work on [7](*Tuesday/Wednesday*). I was too tired!
Write to me soon.
With best wishes,
Yasser

b) Listen and check.

c) Read again. Why didn't Yasser do much work at school on Wednesday?



Pronunciation corner



a) Listen and repeat these words.

1 apologise 2 accident 3 ambulance 4 bandages
5 burglar 6 investigate 7 mystery

b) Listen and repeat again.

c) Underline the stressed syllables.

see Workbook pp104–105

LESSON 4 *REVIEW*

1 Read and say.













a) Number the pictures in the correct order.

1 Yasser's teacher was angry with Yasser yesterday.
2 His teacher was angry because Yasser was late.
3 Yasser was late because he overslept.
4 Yasser overslept because he was at the hospital till four this morning.
5 Yasser went to the hospital because little his brother hurt himself.
6 Yasser's cousin hurt himself because he fell down the stairs.

b) Say the story. Use the pictures.
Don't look at the sentences.

Yasser's teacher was angry with Yasser yesterday.

GRAMMAR STUDY

the past simple tense – negatives of irregular verbs

Complete.

present	past simple	negative of past simple
find	found	didn't find
break	broke	1 didn't break
do	2 did	didn't do
fall	fell	3 didn't fall
4 leave	left	didn't leave
sleep	5 slept	6 didn't sleep
tell	7 told	8 didn't tell

2 Listen, repeat and say. Track 23

a) Listen and repeat the sentences in the negative.

Nina did her homework on Monday.

Nina didn't do her homework on Monday.

1 Reema slept late on Wednesday.
2 Rakan found a mouse in his house.
3 Ibrahim drove Omar to hospital.
4 Reema broke a glass last night.

b) Correct the sentences in Exercise 2a.

Nina didn't do her homework on Monday.

She did her homework on Tuesday.

Monday/Tuesday
1 Wednesday/Thursday
2 house/garden
3 hospital/school
4 glass/plate

3 Match and number.

1 bike 2 taxi
3 train 4 boat
5 ambulance 6 car

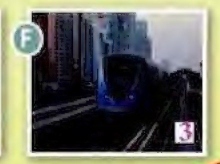
A 
6

B 
1

C 
5

D 
4

E 
2

F 
3



Unit 3 Problems and accidents

2

b)

1

A: Reema didn't sleep late in Wednesday.

B: She slept late on Thursday.

2

A: Rakan didn't find a mouse in his house.

B: He found a mouse in his garden.

3

A: Ibrahim didn't drive Omar to hospital.

B: He drove Omar to school.

4

A: Reema didn't break a glass last night.

B: She broke a plate last night.

Unit 4 Mysteries

LESSON 1 *I was driving my car*



1 Speak and read.

a) On Saturday, Fred and Nina's uncle had an accident. Look at the picture. What can you see?

POLICE STATEMENT

At 10 o'clock on Saturday morning I was driving my car, a red VW, to the supermarket. I had a passenger in the car. The traffic lights on Richmond Road, outside the supermarket, were red, so I stopped. Two children were crossing the road. There wasn't a car in front of me. I looked in my mirror and saw a red car. It was coming up behind me. Then I felt a hard knock and my head hit the steering wheel. I don't remember anything else about the accident. The next thing I remember was waking up in an ambulance. It's all very mysterious.

b) Read Uncle Jim's statement to the police.
His head hit the steering wheel. What does he remember next?

c) Look at the picture and read the statement again. Find seven mistakes in the picture.

d) Check with another pair.

2 Say and write.

What were you doing at 6 o'clock this morning?

I was having my breakfast.

a) Ask and answer three questions.

Unit 4 Mysteries

1

a)

We can see some cars at traffic lights. A woman and her daughter are crossing the road. Uncle Jim is driving a blue car. There is another man in the car with him.

b)

He doesn't remember anything after he hit his head.

c) & d)

Statement	Picture
1. Uncle Jim's car is red/green.	1. Uncle Jim's car is blue.
2. Uncle Jim had a passenger.	2. Uncle Jim was the only person in the car.
3. The traffic lights were red.	3. The traffic lights were green.
4. He stopped his car at the red traffic lights.	4. He was driving his car.
5. Two children were crossing the road.	5. A mother and her daughter were crossing the road.
6. There wasn't a car in front of Uncle Jim.	6. There was a black car in front of him.
7. A red car was coming up behind him.	7. A blue car was coming behind him.

2

a)

What were you doing at 2 o'clock this afternoon?

What were you doing at 6 o'clock this evening?

What were you doing at 8 o'clock this night?

b) Write your three answer sentences.

At six o'clock this morning I was having my breakfast.

1 At 2 o'clock this afternoon I was having my lunch.

2 At 6 o'clock this evening I was phoning my friend.

3 At 8 o'clock this night I was watching TV.

3 Speak.

Make up a story!

At seven o'clock yesterday evening I was doing my homework.

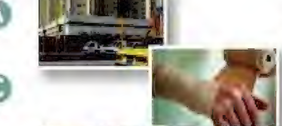
At seven o'clock yesterday evening I was doing my homework and my father was watching TV.

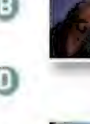
At seven o'clock yesterday evening I was doing my homework, my father was watching TV, and my brother was reading a book.

4 Match the words and the pictures.

1 ambulance
2 bandages
3 steering wheel
4 traffic lights
5 police station
6 burglar

A B C D E F







1 E 2 C 3 F 4 A 5 D 6 B



Pronunciation corner



Track 24

a) Listen and repeat the words.

so saw boat bought
cold door drove go
more taught

so	saw

b) Listen again.

c) Write the words in the columns.

see Workbook pp106–107

Unit 4 Mysteries

3

At 2 o'clock this afternoon I was having my lunch with my family. At 6 o'clock this evening I was phoning my friend Jamal. At 8 o'clock this night I was watching TV with my brother and my mother was cooking dinner.

Unit 4 Mysteries

LESSON 2 *Where's Davey?*

1 Say, read and match.

a) Look at the picture. What is happening?

b) Read and check. Were you correct?

Penny: *Oh, hello, Nina.*

Nina: *Hello, Mum … where's Davey? Where's my parrot?*

Penny: *I'm really sorry, Nina. It was all my fault. He flew away …*

c) Match the story (1–5) and the pictures.









A 5 B 3 C 1 D 4 E 2

1. Davey saw the open window and flew towards it.
2. He flew out of the window and escaped.
3. I didn't close the window.
4. I tried to stop him, but I couldn't.
5. I was cleaning Davey's cage. He was sitting on the chair.

Unit 4 Mysteries

1

a)

Nina is looking at Davey's cage. She is sad because Davey's cage is empty.

2 Listen and say. Track 25

a) Look at the poster. Who wrote it? Why?

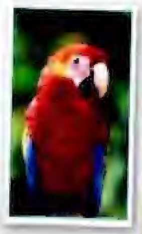
b) Listen to the phone conversation. Why is Nina happy?

LOST!

A parrot, on Thursday 1st October.

Please phone Oxford 287366.

£10 reward for information.



Nina: *Hello.*

Voice: *Is that Oxford 287366?*

Nina: *Yes, it is.*

Voice: *Did you put a notice in the shop window about a lost parrot?*

Nina: *No, but my mum did.*

Voice: *Well, I've got good news. I've got him.*

Nina: *You've got him!*

Voice: *Yes. He was sitting in the tree in my garden. I couldn't catch him at first, but I put some bird food on the ground and he came down and ate it. Then I could catch him. Tell me your address and I can bring him round.*

Nina: *Oh, thank you, thank you! This is the happiest day of my life! Mum ... that was a woman on the phone. She's got Davey!*





b) What happened to Davey? Put the sentences into the correct order.

A Davey came down and ate it. __4__

B Davey was sitting in a tree in the woman's garden. __1__

C She phoned Nina. __6__

D She put some bird food on the ground. __3__

E Then the woman could catch him. __5__

F The woman couldn't catch him at first. __2__

3 Write.

Complete the sentences. Use *could* or *couldn't*.

1 Davey flew out of the window. Nina's mother __couldn't__ stop him.

2 Yasser __couldn't__ do his homework because he was at hospital all night.

3 __could__ Reema speak English when she went to England? Yes, she __could__.

4 One night Enrico __could__ see a person with a torch in Styles.



see Workbook pp108–109

Unit 4 Mysteries

2

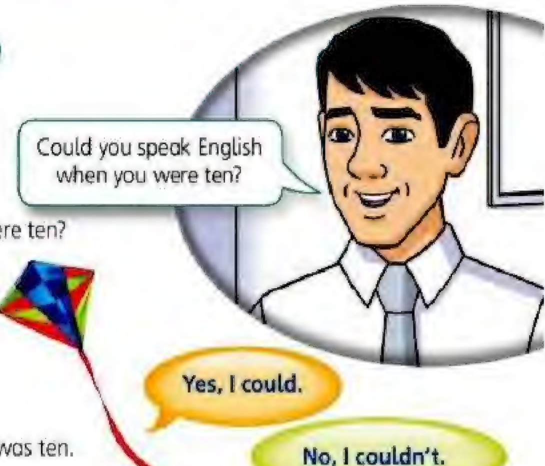
a)

I think Nina wrote it.

Because Davey is lost and Nina wants to find him.

LESSON 3 *When I was ten*

1 Listen, say and write.  Track 26



a) Listen to the sentences.

Could you speak English when you were ten?
Yes, I could.
No, I couldn't.
I could speak Arabic when I was ten.
I could fly a kite but I couldn't swim
Could you cook when you were ten?
Yes, I could.
No, I couldn't. I couldn't cook when I was ten.

b) Listen again and repeat.

c) Ask your partner. Then put ✓ or ✗ about you.

	(partner's name) ______	You
speak English	✗	✗
speak Arabic	✓	✓
read Arabic	✓	✓
swim	✗	✓
ride a bike	✓	✓
cook	✗	✗
fly a kite	✓	✗
write an e-mail	✓	✓

d) Write sentences about yourself or your partner.

1 I could speak Arabic when I was ten.
2 ... couldn't cook when he/she was ten.
3 I could swim when I was ten.
4 Faisal couldn't swim when he was ten.
5 I couldn't fly a kite when I was ten.
6 Faisal could fly a kite when he was ten.



2 Say and read.

a) **Look at the pictures. In pairs, what can you see? Who is the man?**

It's a traditional ship. It's called the Mary Celeste.
The man is probably the captain of the ship.



Mary Celeste

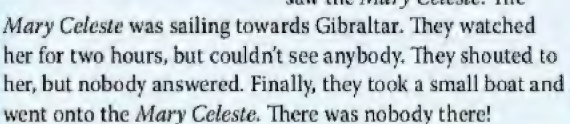
On 5th November 1872 a ship called the *Mary Celeste* left New York for Genoa in Italy.



On the *Mary Celeste* was the captain, Mr. Briggs, and seven crewmen.

Nobody saw them alive again.

On 4th December another ship saw the *Mary Celeste*. The *Mary Celeste* was sailing towards Gibraltar. They watched her for two hours, but couldn't see anybody. They shouted to her, but nobody answered. Finally, they took a small boat and went onto the *Mary Celeste*. There was nobody there!





They found a lot of food and water, but no people. They also found the captain's diary. Mr. Briggs last wrote in it on 24th November when the *Mary Celeste* was near the Portuguese islands the Azores. Also, the lifeboat was not on the ship.

What happened to the people on the *Mary Celeste* after 24th November ? Why was the lifeboat not there? Nobody knows.

b) **Read the story.**

How many people were on the ship?
When did the captain last write in his diary?

c) **Look at the pictures and read the story again. Put the pictures in the correct order.**













d) **What do *you* think happened to the *Mary Celeste* and the people on her?**

I think the people on the Mary Celeste escaped.


see Workbook pp110–111

b)

There were eight people on the ship.

The captain last wrote in the ship on 24th November 1872.

Unit 4 Mysteries

LESSON 4 *REVIEW*

1 Correct. Track 27

a) Read Brigitte's e-mail to Nina. Find seven more mistakes and correct them.

Dear Nina

Hi! ~~You are~~ Are you well this week? My week was awful.
I have a parrot called Max. I ~~were cleaning~~ was cleaning Max's cage and the parrot was sitting on the table. It was a sunny day and I ~~was feel~~ was feeling hot. I opened the door. Max saw the open door and he ~~fly out~~ flew out and escaped. ~~I can't~~ I couldn't stop him. Then my mum came home. I told her about Max and ~~mum say,~~ mum said 'I saw Max in the garden. He ~~were sitting~~ was sitting in a tree. I didn't know it was him.'
We ran out of the house. Max ~~weren't~~ wasn't in the tree. I am feeling very sad. I want to find him.
E-mail me and tell me your news.
With best wishes,
Brigitte

b) Listen and check the answers.

2 Ask, answer and write.

a) Ask and answer.

Could Omar speak English when he was six?

No, he couldn't.

Can Omar speak English now?

Yes, he can.

b) Write sentences about Omar.

		When Omar was six ...	Omar now
1	speak English	✗	✓
2	cook	✗	✗
3	write Arabic letters	✓	✓
4	tell the time	✗	✓
5	ride a bike	✓	✓
6	clean his teeth	✓	✓

When Omar was six ...



Omar now



Unit 4 Mysteries

2

a)

1

Could Omar speak English when he was six?

No, he couldn't.

Can Omar speak English now?

Yes, he can.

2

Could Omar cook when he was six?

No, he couldn't.

Can Omar cook now?

No, he can't.

3

Could Omar write Arabic letters when he was six?

Yes, he could.

Can Omar write Arabic letters now?

Yes, he can.

4

Could Omar tell the time when he was six?

No, he couldn't.

Can Omar tell the time now?

Yes, he can.

5

Could Omar ride a bike when he was six?

Yes, he could.

Can Omar ride a bike now?

Yes, he can.

6

Could Omar clean his teeth when he was six?

Yes, he could.

Can Omar clean his teeth now?

Yes, he can.

b)

1. Omar couldn't speak English when he was six but he can speak English now.
2. Omar couldn't cook when he was six and he can't cook now.
3. Omar could write Arabic letters when he was six and he can write them now.
4. Omar couldn't tell the time when he was six but he can tell the time now.
5. Omar could ride a bike when he was six and he can ride a bike now.
6. Omar could clean his teeth when he was six and he can clean them now.

GRAMMAR STUDY

the past continuous tense – was/were + *verb* + -ing

singular	plural
I was looking	you were looking
you were looking	we were looking
he was looking	they were looking
she was looking	
it was looking	

3 Read and say.

Underline the correct words and say the sentence.

I *am* (*feeling/was feeling*) tired last night so I (*am going/went*) to bed at eight o'clock.

I was feeling tired last night so I went to bed at eight o'clock.

1 Reema (*is feeling/was feeling*) hungry last night so she (*is eating /ate*) a sandwich at nine o'clock.
2 Fred (*is feeling/was feeling*) very thirsty so he (*is drinking/drank*) a glass of water now.
3 Omar and Rakan (*are feeling /were feeling*) bored last night so they (*are watching/watched*) TV.
4 You (*are having/had*) a headache this morning but you (*are feeling /were feeling*) fine now.

Pronunciation corner

Track 28

a) Listen and repeat the words.

~~know~~ ~~fork~~ notice caught
kilo fault thought wrote

b) Write the words in the columns.

know	fork

c) Listen and check.

4 Read, listen and say. Track 29

a) Read the poem.

There was a ship called the *Mary Celeste*.
It was sailing from New York to Italy.
There was a ship called the *Mary Celeste*.
A mysterious ship on the open sea.
Another ship saw the *Mary Celeste*,
After she left New York for Italy.
They shouted to the people on the
Mary Celeste
but nobody answered across the sea.
So the crew took a boat to the *Mary
Celeste*
to the Mary Celeste, across the sea.
There was nobody there on the *Mary
Celeste*.
What happened to the people is a mystery.

b) Listen to the poem.

c) Repeat the poem.